A MULTI-PLATFORM EDUCATIONAL INTERACTIVE VISUAL AID WITH PERFORMANCE ANALYSIS FOR STUDENTS LEARNING AND TEACHER MANAGEMENT FOR PARADISE FARMS COMMUNITY SCHOOL.

A Capstone Project Proposal
Presented to the Faculty of the
Information and Communications Technology Program
STI College San Jose Del Monte Bulacan

In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Science in Information Technology

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Marc Ira D.C Jacob
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June 2024

ENDORSEMENT FORM FOR PROPOSAL DEFENSE

TITLE OF RESEARCH: **A MULTI-PLATFORM EDUCATION INTERACTIVE VISUAL AID WITH PERFORMANCE ANALYSIN FOR STUDENTS LEARNING AND TEACHER MANAGEMENT FOR PARADISE FARMS COMMUNITY SCHOOL.**

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In Partial Fulfillment of the Requirements
for the degree Bachelor of Science in Information Technology
has been examined and is recommended for Oral Defense.

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June 2024

Approval Sheet

This capstone project proposal titled: **A Multi-Platform Educational Interactive Visual Aid with Performance Analysis for Students Learning and Teacher Management for Paradise Farms Community School.** prepared and submitted by **Jhon Michael E. Ubana**, **Al John I. Gonzales, Marc Ira D.C Jacob,** and **Nazyvee V. Meniable**, in partial fulfillment of the requirements for the degree of Bachelor of Science in Information Technology, has been examined and is recommended for acceptance and approval.

Herbert G. Gardner
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INTRODUCTION

Project Context

Elementary teachers at Paradise Farms Community School use traditional visual aids like posters, charts, and diagrams based on the student needs. While these resources are useful for communicating ideas, some students struggle to keep up with their classmates or fully understand the subject. This is because some students need additional visual stimulation to fully absorb the material. Although traditional visual aids are useful for comprehending and knowledge learning, students nowadays are more engaged and active when provided with visually exciting materials. The teacher employs traditional visual platforms in the classroom, students may lose interest and struggle to focus. Thus, including more dynamic and captivating images can aid in maintaining student interest and improve learning results.

A Multi-Platform Educational Interactive Visual Aid Designed Specifically Paradise Farms Community School, located in San Jose Del Monte, Bulacan, along Igay Road Kaybanban. In contemporary educational settings, the integration of technology has become imperative for enhancing teaching and learning experiences. With advancements in technology shaping various aspects of society, the field of education is not exempt from its influence.

Traditional methods of instruction, once considered the cornerstone of education, are gradually being supplemented and, in many cases, supplanted by dynamic electronic learning modules (ELMs) across various educational institutions. This paradigm shift reflects a growing recognition of the need for innovative approaches to cater to diverse learning styles and to equip students with the skills necessary for success in the digital age.

This background study aims to delve deeper into the efficacy of transitioning from traditional visual aids to electronic learning modules in public elementary schools, with a specific focus on Paradise Farms Community School. The traditional use of visual aids in public, primary schools frequently cause issues for both teachers and students. While traditional visual aids like blackboards, charts, and posters have been useful for presenting information, they have built-in constraints in terms of engaging students and facilitating interactive learning experiences.

Furthermore, the static design of traditional visual aids fails to leverage technology's dynamic potential, limiting the study of difficult concepts and restricting classroom innovation. These issues highlight the need for new ways that can overcome the limitations of traditional visual aids and create a more favorable learning environment.

As the educational landscape continues to evolve, there is a growing recognition of the potential benefits offered by technology-enabled learning tools like Paradise Farms Community School. By incorporating interactive elements and multimedia features. The System aims to enhance student engagement and facilitate a deeper understanding of complex concepts. Moreover, its adaptability allows for personalized learning experiences tailored to individual student needs and preferences.

Through this study, the proponents seek to evaluate the effectiveness of Paradise Farms Community School in addressing the shortcomings of traditional visual aids and enhancing the teaching and learning experience by conducting thorough research and analysis, The Proponents aim to provide valuable insights into the potential benefits and challenges associated with the adoption of electronic learning modules in elementary education. The goal is to contribute to the ongoing efforts to improve educational practices and ensure that students are adequately prepared for success in the digital age.

Purpose and Description

This research project aims to evaluate the effectiveness of introducing electronic learning modules as a replacement for traditional visual aids in public elementary education, with a primary focus on Paradise Farms Community School. The overarching goal is to investigate how this transition impacts teaching efficiency and student engagement. Specific objectives include assessing the impact of electronic learning modules on teaching efficiency and student engagement at Paradise Farms Community School, exploring the perceptions and experiences of teachers and students regarding the use of these modules, and providing actionable recommendations for their integration to enhance teaching and learning outcomes.

This research study is motivated by the growing recognition of the need for innovative approaches to cater to diverse learning styles and to equip students with the skills necessary for success in the digital age. By focusing on the transition from traditional visual aids to electronic learning modules, this study seeks to contribute to the ongoing efforts to improve teaching and learning practices in elementary education.

The purpose statement serves as a guiding framework for the research effort directing the research process and ensuring alignment with the study's ultimate goals. It also facilitates collaboration among researchers, educators and other involved in the study, ensuring a concerted effort toward improving teaching and learning practices through the use of innovative instructional methods.

This research aims to serve as a inspiration, guiding the development of research objectives, methods, and recommendations, while also facilitating the dissemination of findings to appropriate audiences. Through difficult investigation and analysis, this study seeks to provide valuable insights that can inform strategic initiatives aimed at enhancing educational quality and effectiveness at Paradise Farms Community School.

Objectives

- **To enhance the educational experience at Paradise Farms Community School by tracking student progress and using multimedia platforms to create interactive visual aids that boost learning and engagement.**

  By combining various multimedia platforms and producing lively, interactive visual aids that turn traditional education into an engaging, exciting experience, the objective is to improve student learning and engagement. This method promotes active engagement, allows different learning styles, and creates a welcoming and boosting environment. Furthermore, the researcher's system offers thorough understanding into every student's academic path, providing specific instruction, focused activities, and an enabling atmosphere that encourages students.

- **To develop use of multimedia content and visual aids to improve comprehension and offer additional layers of explanation that facilitate a clearer understanding for students.**

  The program, which includes multimedia information and visual aids, attempts to improve students' comprehension by giving additional levels of explanation. The Proponents aim to expand the learning experience by utilizing multimedia, providing dynamic graphics and interactive features that explain complicated ideas. This technique provides students with a stronger knowledge of the subject matter, encouraging deeper engagement and promoting more successful learning outcomes.

- **To enhance parents on student success through transparent progress tracking and collaborative feedback.**

  Develop parent accounts that allow them to view their child's performance and grades. Enable parents to provide feedback or raise concerns directly through the system. Foster greater transparency and engagement in students' educational progress.

- **To develop comprehensive training programs to enhance educators' comfort and proficiency in using the web-based visual-aid educational and user-friendly visual system.**

  The researcher aims to create comprehensive training programs designed to boost instructors' confidence and experience in navigating the web-based visual-aid instructional platform and its user-friendly visual system. These programs will be precisely crafted to provide educators with the skills and knowledge needed to effectively use of the web based multi-platform, resulting in improved teaching experiences and increased student engagement.

- **To develop a swift and efficient Communication System for Announcement to Teachers, Student and Parents.**

  Intends to create an efficient and organized communication system that will allow teachers, students, and parents to receive announcements quickly and effectively. The system will make use of advanced technology to guarantee prompt and accurate message delivery, improving the information flow among educational institutions as a whole. With this initiative, we hope to increase participation, cut down on delays, and make sure everyone involved is aware of critical updates and happenings.

- **To develop comprehensive performance reports for student grades and teacher effectiveness.**

  Demonstrates the creation of thorough performance reports with the goal of evaluating student grades in a variety of subjects and determining how well teachers deliver the required activities and teaching resources. The reports will provide a thorough analysis, highlighting areas of academic success and pointing out areas in which work still needs to be done. The project aims to improve educational outcomes, support teacher accountability, and guarantee that teachers and students receive the necessary feedback to promote continuous improvement by enabling an extensive evaluation process.

Scope and Limitations

Scope:

Admin/Principal Module

- **Login**

  As the central hub for managing and monitoring the system, the Admin/Principal Login provides a comprehensive platform for overseeing student and teachers' performance, tracking progress, and making data-driven decisions.

- **Admin Control**

  Manages the creation, announcements and maintenance of accounts for both teachers and students to facilitate site usage. Additionally, oversees account navigation and possesses the authority to override student and teacher accounts when necessary.

- **Create Accounts**

  The administration creates accounts for teachers and students who are registered at their campus

- **Archive Account**

  Settle the accounts of students and teachers who are no longer on campus by archiving their accounts.

- **Manage Announcements**

  Post and manage school-wide announcements to keep all users informed

- **Data Reporting**

  Capability to view and analyze individual teacher progress student report and performance. Access to aggregated data for comprehensive analysis and decision-making about important events, updates, and changes in the schedule.

Teachers Module

- **Login**

  As a central hub for teaching and learning, the Teacher Login provides a comprehensive platform for planning, delivering, and assessing student learning.

- **Teacher Control**

  Teachers have access to modules, activities, quizzes, seatwork, and other resources. They have the authority to assign, hide, and unhide these materials as needed.

- **Announcements**

  Teachers can access the announcements section to receive important updates and information. This includes notifications about staff meetings, professional development opportunities, schedule changes, school events, and other relevant communications to support their planning and coordination.

- **Visual Creator**

  Teachers have the capability to create a wide range of materials for their subjects, including activities, quizzes, seat work, homework, and more Access multimedia resources such as videos, animations, and interactive presentations to enhance understanding and retention of subject matter.

- **Input Modules**

  Has access to input modules, videos, pictures, and other teaching tools necessary for their subject.

- **Archive Modules**

  The archive module ensures easy retrieval and long-term preservation by securely managing and storing historical data and documents. It has powerful search features, supports a wide range of data formats, and has security safeguards to preserve the privacy and security of archived material. In order to ensure regulatory compliance and keep well-organized records, this module is crucial.

- **Grade Records**

  Teachers manage the grading and performance records, enabling them to monitor and assess the students' progress within their subject.

- **Individual Data Reporting**

  Capability to view and analyze individual from student progress and performance.

Student Module

- **Login**

  A secure online platform that provides access to personalized learning modules, assignments, grades, and interactive resources, allowing students to track their progress, communicate with teachers and classmates, and stay informed about important announcements and notifications.

- **Announcements**

  Students can stay informed about important events and updates through the announcements section. This includes information on upcoming exams, class cancellations, extracurricular activities, school events, and other relevant notifications to help them stay organized and prepared.

- **Student Module Access**

  Students have access to all subject modules provided by their respective teachers. Additionally, they can view assigned tasks and other related activities.

- **Oversee Grades**

  Students have the ability to view completed tasks that have been graded by their teachers, as well as their final grades for each subject and overall performance at the end of each quarter.

- **Subject Materials**

  Students can access subject syllabus lecture notes, readings, assignments, and other subject materials uploaded by their instructors.

- **Multimedia Content**

  Students can access multimedia content, such as videos, podcasts, and interactive simulations, to support their learning.

Parent Modules

- **Login**

  provides a secure online platform for parents to access, view, and keep track of their child's academic progress as well as grades. Additionally, parents can submit and manage excuse letters for their child's absences, allowing them to communicate with teachers and administrators regarding their child's attendance.

- **Announcements**

  Parents have the ability to view ongoing events related to their child, such as parent meetings, class cancellations, and other pertinent information

- **Oversee Grades**

  Similar to the student login, parents have only access to view the final grades of their children, providing insight into their academic performance and progress.

- **Message Box**

  Parents are provided with a communication platform to correspond with teachers or the principal regarding personal matters concerning their child, as well as inquiries about their child's academic grades or performance.

- **Absence Form**

  Provides a secure online platform for parents to access, view, and keep track of their child's academic progress as well as grades. Additionally, parents can submit and manage excuse letters for their child's absences, allowing them to communicate with teachers and administrators regarding their child's attendance.

Limitations

- **Integration with Paradise Farms Community School**

  This will be intended for students, parents, teachers and Admin at Paradise Farms Community School and cannot be integrated into any other institution or organization. This restriction may limit the scalability and widespread adoption of the platform beyond its designated school, thereby confining its utility to a specific educational setting.

- **Updated Modules Are Permitted to Insert**

  In order to guarantee the accuracy, credibility, and compatibility of the system, only updated modules are permitted for insertion. This policy reduces the possibility of errors and improves overall performance by ensuring that all modules follow to the most recent standards and specifications. It is mandatory for all users and administrators to follow this protocol.

- **Server Capacity**

  The system may experience downtime or slow performance if the server capacity is not sufficient to handle the number of users and data storage requirements**.**

REVIEW OF RELATED LITERATURE/SYSTEMS

Foreign Literature

According to Honchar.A (2024), logical thinking is crucial for the cognitive development of younger school-age children, enhancing their comprehension, information analysis, problem-solving, and decision-making abilities. This literature review investigates the effectiveness of interactive exercises in developing logical thinking skills in this age group.

The review begins by discussing the importance of logical thinking for academic success and everyday life, emphasizing the necessity of early logical development for meeting future challenges. It identifies various interactive exercises such as puzzles, logical problems, rebuses, and visual aids as effective tools for enhancing different aspects of logical thinking. These exercises promote critical thinking, abstract reasoning, and the ability to recognize logical connections among children. The review also highlights the shift from relying on visual aids to developing abstract-logical thinking in children aged six to seven, and the ongoing relevance of interactive methods in their cognitive growth. Drawing on educational research and pedagogical insights, the review outlines the conditions necessary for the successful implementation of visual-based learning, stressing the teacher's role as a facilitator of creative activities. It details the stages of creating an environment conducive to visual activities and emphasizes the importance of reflection in reinforcing learning outcomes.

In conclusion, the review underscores the significant impact of interactive exercises on the development of logical thinking in younger school-age children. These exercises not only develop critical thinking skills but also enhance communication, cooperation, and peer interaction. Their versatility makes them suitable for use in both classroom and home settings, providing accessible tools for universally nurturing logical thinking skills.

According to Ballale.H (2024), the primary responsibility of educators is to foster student engagement within the learning process. Understanding the modalities of engagement in teaching and learning is essential for both instructors and learners across all academic levels, from elementary education to postgraduate studies. Students require tailored engagement methodologies, especially within virtual learning environments.

Disparities in engagement experiences may be more pronounced in virtual settings compared to traditional classrooms. This study aims to delineate how students interact with various educational technologies. A systematic literature review was conducted, analyzing articles indexed in Scopus and PubMed databases from 2018 to 2022. The PICO framework and PRISMA guidelines were used to facilitate article selection, resulting in a total of 33 articles being included for analysis. The literature analysis is divided into three main segments: examining the impact of gamification on student engagement, exploring the effect of online/distance learning on student engagement, and investigating the relationship between technology use and student engagement. The visualization of keyword co-occurrence networks highlights gaps in the literature over the specified time frame. This study offers invaluable insights aimed at improving learning outcomes and enhancing student engagement in the digital era. It also identifies prospective avenues for future research endeavors.

According to Khaydarova.S, (2023), This article elucidates the advantages and efficacious methodologies surrounding the integration of visual aids in teaching idiomatic expressions. It delineates the role of visual aids in bridging the literal and figurative dimensions of idioms, bolstering comprehension, retention, and active engagement, fostering cultural sensitivity, and accentuating contextual relevance. The discourse underscores the significance of employing diverse visual aids, contextualizing visuals, employing metaphorical depictions, integrating interactive exercises, promoting learner-generated visuals, and harnessing digital tools. Through the strategic incorporation of visual aids, educators can cultivate a dynamic and immersive learning milieu conducive to the understanding and application of idiomatic expressions among language learners.

Local Literature

According to Zamora.M, (2023) Understanding students' learning styles is crucial for effective teaching strategies. Zamora's study investigated Grade 5 learners' preferences using the VARK model. utilized a quasi-experimental approach in line with educational standards outlined by DepEd Order No. 8, s.2015. Findings indicated a prevalence of aural learners among Grade 5 students, with kinesthetic learners being the minority. the significant improvement in post test scores following the implementation of differentiated learning-style lessons, aligning with previous research emphasizing the benefits of tailored instruction for diverse.

According to Castillom.R, et al (2021) The move to distance learning during COVID-19 posed challenges for instructors and students. At the University of Santo Tomas, a blended learning strategy called DLPCA was used for undergraduate Chemistry courses. DLPCA combined prerecorded lectures on YouTube for self-paced learning with synchronous sessions on platforms like Zoom. Analysis showed positive impacts on both students and instructors, though challenges included internet stability and instructor familiarity with online tools. Student feedback was generally favorable, suggesting DLPCA as a viable option for online instruction in similar courses. These findings offer valuable insights for future hybrid instruction in higher education post-COVID.

According to Arcinas.M et al (2020) The E-Learning Outreach Program (ELOP) is a multisectoral, collaborative, and commitment-driven action research that focuses on providing relevant and useful computer and Internet literacy short courses for public elementary students. This study presents the critical action plans of setting up a pilot e-Learning station in Hen. Pio del Pilar Elementary School in Makati City and in Pulo Elementary School in Cabuyao City, Laguna, Philippines. The approach in laying down the different phases of the program, specifically to: (1) coordinate and orient parents, pupils, teachers and school administrators, (2) set-up an e-Learning environment (3) design and write course modules (4) assess learning skills and experience of pupils, and (5) evaluate the program based on research team's observation and results of the focus group discussion (FGD) with teachers and student-participants. In Pulo Elementary School, a pretest and post tests were conducted with results showing that the program has improved participants' e-Learning knowledge and skills except for advance skills in hardware utilization. The participants also showed a strong positive attitude towards the ELOP school's computer laboratory was converted to an E-Learning station with additional devices and technical support from De La Salle University (DLSU). The study aims to account for a process-based heuristic.

Foreign studies and/or systems

According to Lhendup,S, (2023), This paper examines the perceptions of teachers on the use of visual aids in student learning. The qualitative case study approach was used as a research design. Five school teachers were interviewed for the study. The data were collected through the use of semi-structured interviews. The findings of this study further support the existing literature and the previous research. The study revealed that teachers had positive perception about visual aids. They perceived visual aids as one of the crucial and significant tools for teaching and learning. Evidences from this study suggest that teaching becomes more effective and easier for teachers through the use of visual aids. The study revealed some of the problems faced by the teachers in using modern visual aids. The participants in the study clearly pointed out erratic and unreliable internet connection as a barrier to the use of ICT in teaching–learning process. The study also found out heavy workload of teachers as one of the impending factors in the preparation of visual aids in their lessons.

According to Arrahama,Harahap ,et al, (2024) This study looks at how audio visual aids, or AVAs, affect listening comprehension, a critical ability that is important in everyday, work, and educational settings. Six high school students took part, split into groups for the experiment and control. The experimental group used AVA during listening activities, whereas the control group did not get any. The experimental group greatly outperformed the control group in listening comprehension, according to the findings. These findings demonstrate how effective AVA is in improving listening comprehension by offering visual cues that make spoken material easier to absorb

According to Tuma,F, (2021), students in medical education often struggle with the vast amount of complex information and skills required, feeling overwhelmed by the educational demands. Concurrently, instructional technology has become increasingly ingrained in medical education, enhancing learning and outcomes by facilitating communication, storing and transferring information, using audio-visual media, and disseminating knowledge. Technology's role has evolved from a simple study aid to a

comprehensive teaching strategy, although its effects and optimal uses remain somewhat unclear. Educators face challenges in selecting appropriate technology for specific learning goals, necessitating thorough research and assessment evaluations. Given the significance of lectures and group learning sessions in medical pedagogy, this study examines and evaluates various uses of educational technology in medical education, focusing particularly on interactive learning in lecture settings. Highlights include the application of learning theories to support educational processes, the critical role of interactive teaching in medical education, and the continued popularity of lectures due to their practicality. As technology's role in education expands, it becomes evident that, when used in well-designed formats that align with learning goals, technology can enhance interactive learning and serve as a valuable tool for increasing student engagement. The study concludes that to maximize learning outcomes from integrating educational technology into medical education, specific responsibilities and conditions must be met. The effective use of technology to support interactive learning depends on the careful selection of tools that are matched to learning goals.

According to Wen,K, (2020) The COVID-19 pandemic wrought significant impacts on countries worldwide, prompting the closure of educational institutions as a containment measure. In response, the Ministry of Education (MOE) in Malaysia advocated for the adoption of online educational technologies, such as Google Classroom, by teachers to sustain teaching and learning activities. However, the abrupt shift to online education necessitated teachers' rapid adaptation to this new paradigm. Previous research underscores the influence of ICT competence, infrastructure availability, online resources accessibility, and the working environment on teachers' utilization of online educational technologies. This study delves into the interplay among these factors and teachers' intentions to embrace online educational technologies, identifying the pivotal determinants therein. Surveying 153 Malaysian ESL teachers, the study found a strong correlation between ICT competence, infrastructure availability, online resources accessibility, and teachers' behavioral intentions, with accessibility to infrastructure and online resources emerging as the most significant predictors of intention to adopt online educational technologies.

Local study and/or systems

According to Gomez, A. B., & Santos, C. D, (2020) The article introduces DLPCA, a blended learning strategy implemented at the University of Santo Tomas to tackle challenges in teaching Chemistry during the COVID-19 pandemic. DLPCA combines prerecorded lectures with synchronous sessions via video conferencing. Despite challenges like internet stability and instructor familiarity with online tools, DLPCA had positive outcomes for both students and instructors. The strategy is deemed effective for online instruction in Chemistry courses, offering valuable insights for post-pandemic higher education.

According to Ayuyang.R, (2019) The iLEARN portal exemplifies the intersection of technology and education, reshaping the shape of modern learning environments. iLEARN breaks down geographical borders with its intuitive interface, extensive functions, and educationally sound design, fostering a vibrant online learning community. As educators embrace this transformational platform, it can change teaching approaches, empower students, and catalyze a paradigm shift in educational methodology, ushering in a new era of digital learning success.

According Bombaes.A et at, (2019) This study investigates the factors that influence the adoption of e-learning among Senior High School students, using the Technological Acceptance Model and additional variables. It examines facilitating conditions, enjoyment, service quality, value, and satisfaction among students at the University of Perpetual Help System-Pueblo de Panay, which offers an e-learning platform. The study uses quantitative methods and SPSS analysis to understand the dynamics of e-learning adoption among Senior High School students.

Synthesis

Interactive Visual Aids and Performance Analysis have transformed the educational landscape. Most educational institutions utilize these tools to improve student engagement and learning outcomes, which is precisely what the proponent aim to achieve for Paradise Farms Community School in this research. The proponents will develop a multi-platform educational interactive visual aid with performance analysis, incorporating interactive components and multimedia features.

Research has demonstrated that interactive visual aids and performance analysis significantly benefit students by enhancing comprehension, critical thinking, and creative thinking. By incorporating interactive components and multimedia features into a multi-platform educational visual aid, Paradise Farms Community School aims to boost student engagement and understanding. This approach will overcome the limitations of traditional visual aids, fostering a more favorable learning environment.

Transitioning to electronic learning modules offers many benefits, including improved student engagement, personalized learning experiences, and enhanced critical thinking skills. Additionally, incorporating performance analysis can lead to data-driven instruction, enabling teachers to tailor their teaching methods to meet the needs of their students. These benefits are just a few examples found in the literature and studies the researcher have reviewed.

A system has shown the value of combining interactive components and multimedia features into a multi-platform educational visual aid, highlighting its potential to improve student outcomes. This approach integrates essential features like interactive visual aids, performance analysis, and personalized learning experiences, aiming to enrich the educational environment at Paradise Farms Community School.

Modern technology has made it easier for everyone, including children and babies, to use digital technologies. Visual aids are now the new way of teaching, as children and students are more visual learners than traditional recital and vocal methods. Research shows that 65% of the general population are visual learners, requiring visual aids for retention and 35% for vocal aids. Teachers are increasingly using digital visual aids to save time and effort, as well as to create additional visual aids for future classes. The project is related to existing literature studies and systems, such as the PFCS elms, which integrate visual creators for Paradise Farm Community School.

This system allows teachers to create presentations, input modules, and other materials for their classes on one website. The project aligns with existing literature, studies, and systems by creating a multi-platform educational interactive visual aid with performance analysis for students' learning and teacher management. The system uses data analytics to track student progress and provide real-time feedback to teachers and administrators, inspired by the current eLMS website.

The proponents aim to develop a reliable alternative eLMS method that would improve the teaching of every teacher at Paradise Farms Community School. The platform will include interactive modules, multimedia content, and a user-friendly interface to enhance the overall learning experience.

TECHNICAL BACKGROUND

Overview of Current Technologies to be Used in the System

The multi-platform educational interactive visual aid with performance analysis for students can be created using a variety of technologies, including:

HTML and CSS are the foundation of web development and are essential for creating the structure and layout of a web page. HTML is used for creating the content and structure of a web page, while CSS is used for styling and designing the page. Both languages work together to provide a cohesive and visually appealing end product for users. With HTML providing the backbone of the website and CSS bringing it to life with colors, fonts, and layouts, developers can create dynamic and interactive web pages.

JavaScript is a popular scripting language used to create dynamic and interactive web pages. It allows developers to add features such as form validation, animations, and interactive menus to their web pages. JavaScript can also be used to create responsive websites that adapt to different screen sizes and devices. By combining HTML, CSS, and JavaScript, developers can create websites that are not only visually appealing but also functional and user-friendly.

MySQL and PHP are used for creating dynamic and interactive web applications. MySQL is a popular database management system used for storing and retrieving data, while PHP is a server-side scripting language used for creating dynamic web pages.
These languages work together seamlessly to create websites that not only look great but also offer a smooth and interactive user experience. With MySQL and PHP, developers can create web applications that can handle large amounts of data and perform complex tasks.

Bootstrap is a popular front-end framework used for creating responsive and mobile- friendly web pages. It includes pre-built CSS and JavaScript components that make it easy to create complex web pages. In addition to MySQL, PHP, and Bootstrap, developers can also incorporate other tools and technologies to enhance the functionality and design of their websites.

Sublime Text is a popular text editor used for writing code. It includes features such as syntax highlighting, code completion, and a powerful search and replace function. Developers can use Sublime Text to write clean and efficient code for their websites. By utilizing its features, developers can easily identify errors in their code and make quick edits. This text editor also allows for customization with plugins and themes, providing a tailored coding experience.

XAMPP is a free and open-source web server solution that allows developers to create and test web applications locally. It includes a web server, database, and programming language all in one package. Developers can seamlessly integrate Sublime Text with XAMPP to create a complete development environment. With Sublime Text's features and XAMPP's functionality, developers can efficiently write, test, and debug their code without needing to upload it to a live server. This seamless integration allows for a smooth and productive coding experience, making it easier for developers to build and maintain high-quality websites.

Calendar of Activities

The project for the multi-platform educational interactive visual aid with performance analysis for students at Paradise Farms Community School includes several key activities. From February to May, the focus will be on research and planning, setting the groundwork for success. This phase involves conducting literature reviews to explore existing educational technologies and interactive learning modules. Feasibility studies will assess the practicality of developing the system for the school, and the scope will be defined to outline the system's functionalities and deliverables. From February to June, preparation for project execution will take place, including assembling the project team and establishing communication channels. Specific roles and responsibilities will be assigned during February and March to ensure clarity and accountability. The project title will be brainstormed and selected, with potential options like "Paradise Farms: An Interactive Visual Aid System for Enhanced Learning." Consultation with educators and stakeholders will occur from March to June to gather requirements and align the project with expectations. Regular team meetings will be held to ensure continuous progress and effective communication. During the documentation phase, formal documents will be created to guide the system's development. In March, Chapter 1 will introduce the project, outlining the need and objectives for the visual aid system. Chapter 2, developed between March and April, will review relevant literature and research. Chapter 3, also completed by April, will cover technical background and project management plans, including a Gantt chart of activities from February to June. Chapters 4 and 5, spanning from May to June, will focus on the Agile methodology used and include appendices with acknowledgments and team member information. The execution phase will begin in March with preparations for coding, setting up the development environment, and choosing the necessary tools and frameworks. From April to May, system planning will define the architecture and development process for various modules, such as the learning module, performance analysis module, and interactive visual aid module. Development will start in May, including front-end and back-end programming, and integrating key features. System testing will take place in June to identify and fix bugs, focusing on ensuring functionality and responsiveness across various devices. Finally, debugging will continue into June to finalize the system and ensure smooth operation.

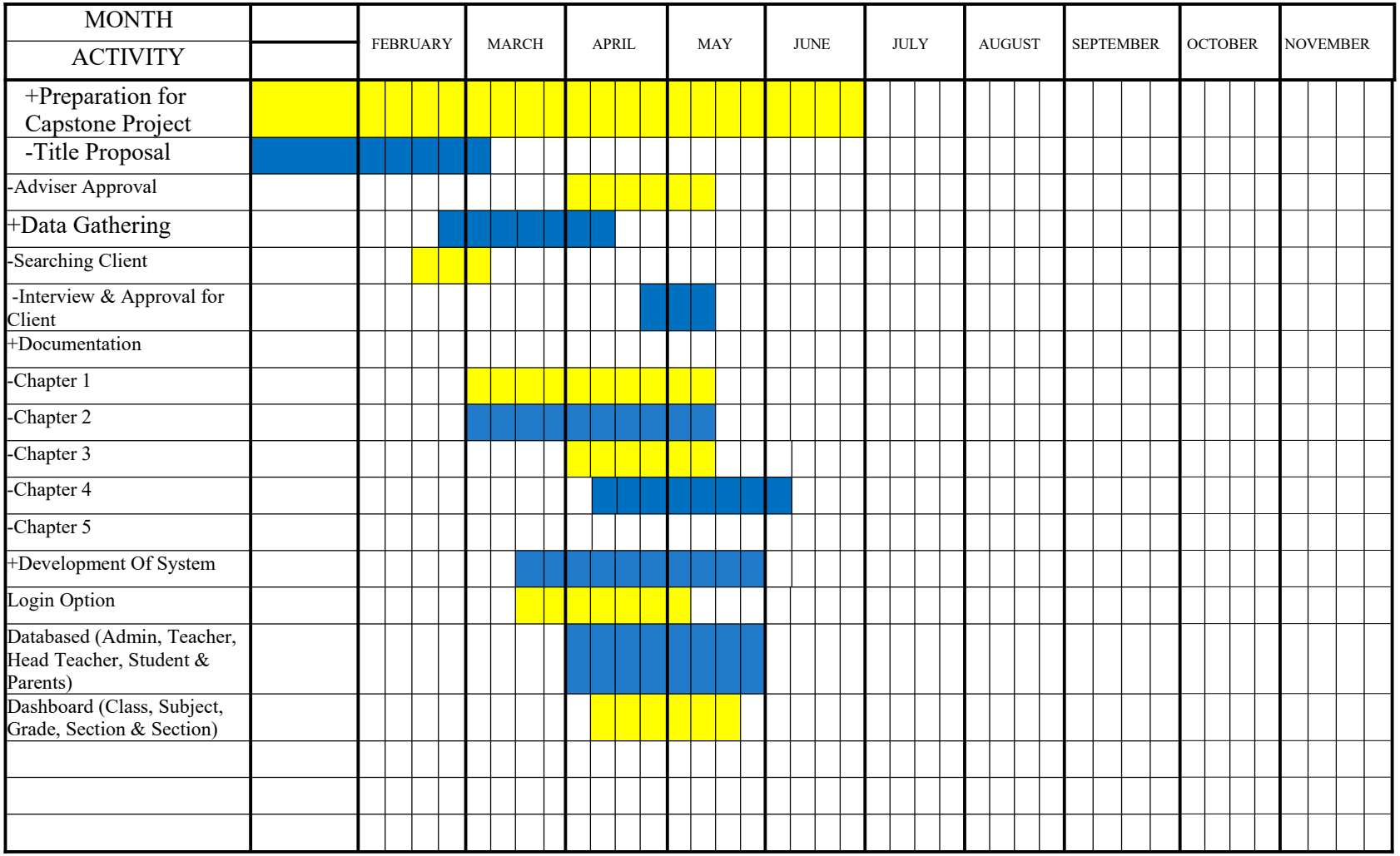

Table 1 Gantt Chart

Resources

The management of time is essential for the successful completion of the project. With the use of a Gantt chart, the proponents may keep track of the tasks that need to be completed on a given day and have a direction as to what has to be completed.

Table 2. Hardware

Devices	Version
Desktop Computer	AMD RYZEN 5 3600X
	TEAMGROUP Inc. 16GB TEAMGROUP – UD4- 3200 DDR4 GPU – NVIDIA GeForce GTX 1660 SUPER
	HDD 500GB & SSD 250GB
	ASUS TUF B450M-PRO GAMING
Laptop	11th Gen Intel(R) Core (TM) i5-1135G7
	8GB
	SSD 512GB
	Intel (R) Iris (R) Xe Graphics

Table 3. Software

Operating System	Windows 11 Home 64-bit
Web Browser	Google Chrome on Windows 64-bit
Backup Data	One Drive / Google Drive
Sublime	Version: Build 4169
XAMPP	Version 8.2.12

METHODOLOGY, RESULT, AND DISCUSSION

This study of methods or processes used in conducting research on Paradise Farm Community School has a strong rationale and a well-defined methodology. It addresses the challenges faced by teachers in teaching complex concepts and students in learning them using traditional visual aids. The proposed solution is, a multi-platform educational interactive visual aid with performance analysis, aims to overcome these limitations. The methodology you outlined consists of several stages: research and information gathering, adviser approval and client search, documentation, and system development. These stages are necessary to ensure the successful completion of the project and its implementation in Paradise Farms Community School. The documentation phase outlines the production of several chapter documents, which is a crucial part of the project. These documents provide a clear overview of the project's context, purpose, description, and objectives. Additionally, the system development phase will involve designing, developing, and implementing a multi-platform educational interactive visual aid with performance analysis. This system aims to enhance student engagement, improve teacher management, and create an inclusive learning environment. By focusing on continuous collaborations, clients feedback, and incremental development.

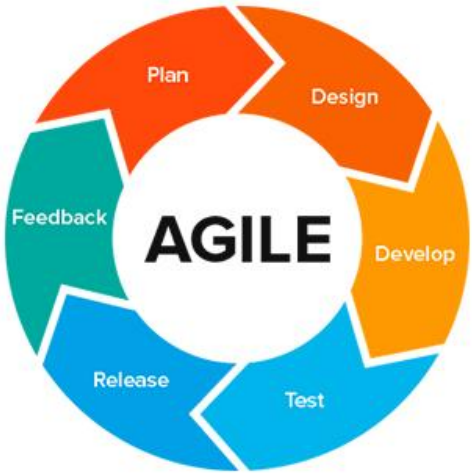

Figure 1. Methodology

Phase 1: Planning

During this phase, extreme caution is taken to compile and document all necessary data or information requirements as well as identify and record relevant systems. This information is carefully recorded within a thorough requirement specification document. This document acts as a foundation, methodically defining the exact needs and specifications required for the next phases of development, its completeness ensures clarity and alignment among participants allowing for a unified and disciplined approach to the project's evolution.

Phase 2: Designs

This phase studies the needed specification from the first phase and prepares the system design. This system design helps in the specification of the system has a user-friendly interface, is consistent across all platforms, and is visually appealing. It should include interactive visual aids and performance analysis to help students understand complex concepts. It is more usable for teachers to customize visual lessons and quizzes for students, and for parents, they can see their student performance and information in all subjects.

Phase 3: Development

During this phase, the Educational Interactive Visual Aid with Performance Analysis for Students undergoes comprehensive web testing, encompassing coding examinations, system evaluations, user interface assessments, and integration analyses. These tests are imperative for developers to conduct, facilitating a thorough analysis of the system and the identification of any errors or issues within the platform.

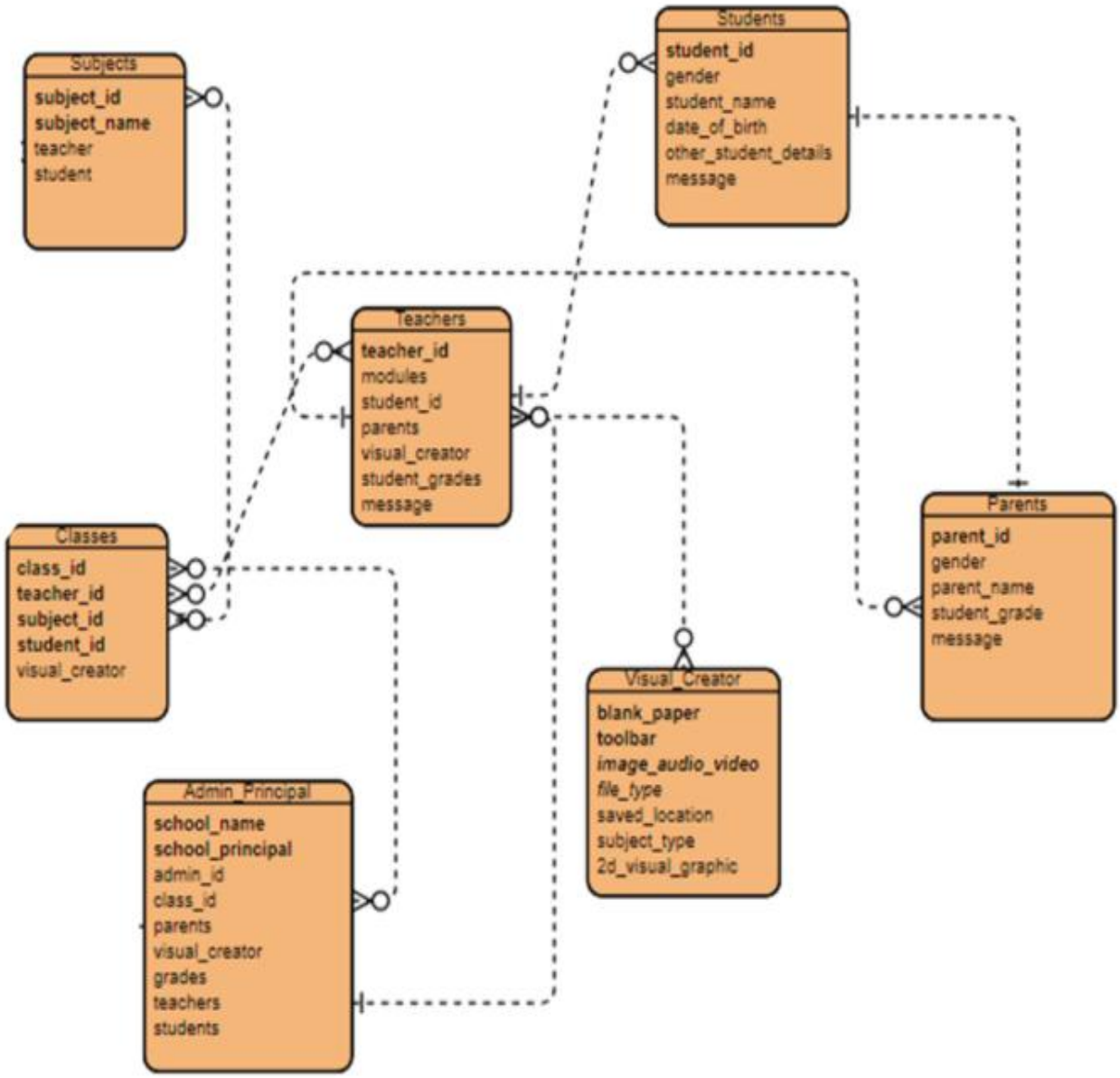

Figure 2. Database Entity

Research Instrument

The research undertaken for the Paradise Farm Community School aims to gather crucial information and opinions from both the clients and survey participants. Methodically selected tools have been employed to guarantee a comprehensive comprehension and assessment of the proposed system. This deliberate approach underscores the commitment to acquiring insightful feedback and fostering an informed decision-making process.

- **Client Interview**

  The researchers interview the client using a set of questions to assess their satisfaction with the Multi-Platform Educational Interactive Visual Aid with Performance Analysis for Student. These interviews aimed to find out how the system was working and confirm that it met the client's needs and expectations

- **Survey for System Testing and Evaluation**

  The researcher used an interview to collect feedback from the client, this interview concentrated to the concerns of student, teacher and parents of the school Paradise Farms Community School.

Data Gathering Procedure

On May 13, 2024, the researchers conducted an interview with Ma'am Maria Fatima D. Felicia, the Principal of Paradise Farm Community School. During the interview, the researchers suggested incorporating the acronym of the school's name into the title of the research project. The principal agreed, and thus the title of the research is PFCS: A Multi-Platform Educational Interactive Visual Aid with Performance Analysis for Students.

The researcher asked Ma'am Felicia what kind of platform they're using, or are they using websites when creating visual aids for discussion and activities. The principal

response is that they are using traditional platforms based on the needs of the student and resources of the teacher, especially for grade 1 to 3, when it comes for the other student like grade 4 to 6 is they're using any different online learning websites and materials for activities like quizzes, and for creating visual aids, they need more presentation when it comes to other grade school student since they advance visuals to understand the lesson. And she asked how the researcher system differs from these existing tools.

The researcher talked about how teachers may use the system to create visual aids for different subjects. The system has a Dropbox on modules, which give teachers the ability to add lessons and make presentation. By adding images, audio, video, and other resources for activities, the teachers can improve the learning process.

According to developer, the system is all-in-one website. The teacher can attach and insert modules when developing teaching materials, it has a built-in mechanism to gather data and analyze each student's performance is another element of the system we propose, which isn't included in the online resources they now use.

Ma'am Felicia appreciated that the system meets their needs and offers advanced features that can enhance their current learning materials because they are having a problem using different kinds of platforms for creating better visual aids for students because the other platform has limited components and requires a payment if they want to have full access.

Ma'am Felicia also notices the advanced feature that is suggested, which is the built-in performance mechanism to collect data and track the performance of the student, and she asks how it will work and how it will benefit.

The system's developer clarified that they would benefit from the proposed feature set since it would make it simple for them to monitor each student's academic progress and achievement across a range of subjects. They will be able to tell if a student reads the modules or completes the assigned task by having this kind of feature in the system.

Ma’am Felicia gave the approval and stated that, since they are currently manually observing the students to determine whether or not they are improving in the classroom, The features can assist them in tracking the progress of individual students. The client replies that having this kind of feature in the system will really help them to monitor each student's progress and quickly address any issues that may arise.

The developer also discussed various functions of the system and how it can significantly benefit their school. One of the key features is that the principal can monitor both teacher and student performance across different subjects and sections. This capability allows for a comprehensive overview of academic progress and areas needing improvement. Additionally, the system includes an admin account for the principal, who can enroll students and archive their records. This centralized control ensures that student information is managed efficiently and securely. Another important feature is the provision of individual accounts for each registered teacher. These accounts enable teachers to input and manage the learning materials necessary for their classes. This functionality streamlines the process of lesson planning and resource allocation, making it easier for teachers to provide high-quality education.

The developer also emphasized that parents would have their own accounts. These accounts allow parents to view their child's performance and grades, fostering greater transparency and engagement in their child's education. Furthermore, parents can use the system to provide feedback or raise concerns regarding their child's performance and grades, facilitating better communication between the school and families.

After discussing these features, the proponents agreed with Ma’am Felicia that, upon the completion of the system, The proponents will conduct training sessions for all users. These sessions will include teachers, students, and parents, ensuring that everyone is equipped to navigate the basic functions of the system effectively. This training is crucial to maximize the system's benefits and ensure a smooth transition to this new, more interactive educational platform.

Requirement analysis

The requirement analysis for A Multi-Platform Educational Interactive Visual Aid with Performance Analysis for Student to serves as a foundational document to define and analyze the specific needs and objective of the project. It outlines the core of the purpose of this analysis, which is to provide on the clarity on the project scope and key functional requirement need. In addition to defining the system's essential features, objective, and constraint, this analysis is intended to guide the subsequent phases of system development. These phases include design, ensuring a well-structure and organized approach to the project.

The successful implementation of this Multi- Platform Educational Interactive Visual Aid with Performance Analysis for Student will result in significant enhancements to Paradise Farms Community School. Significant improvement in the teaching methods of the students. The students can understand the lesson by using interactive visual aids, with performance analysis for each student and a more digitalized learning experience. This technology will also allow teachers and parents to track the progress of each student more effectively, identifying areas where additional support may be needed. The integration of this visual aid will lead to higher student engagement, comprehension, and academic achievement within Paradise Farms Community School. The integration of this visual aid will lead to higher student engagement, comprehension, and academic achievement within Paradise Farms Community School. This technology has the potential to revolutionize the way students learn and interact with course material.

Requirements Documentation

The Multi-Platform Educational Interactive Visual Aid with Performance Analysis for Students is designed to maximize the potential of technology in educational materials. The researcher goal is to assist principals and teachers in gathering performance data from both teachers and students. This system is specialized for teachers to create visual learning materials for their classes and to monitor the individual performance of each student, making it easier for the principal and teachers to collect data and oversee individual progress. These innovative learning materials enhance the educational experience for both teachers and students, making lessons more engaging and easier to understand. Additionally, parents can track their child's interactive activities and analyze their performance, identifying strengths and areas needing improvement.

This document introduces modern learning materials that allow teachers to easily customize their visual teaching aids for all their students. The system includes options to tailor the content to specific subjects, enabling teachers to create lessons that meet their needs. This visual aid tool acts as a bridge for effective visual learning between students and teachers across all subjects requiring visual aids. The collaborative and interactive nature of this feature is crucial in ensuring that the project's objectives are successfully met.

The Proponents conducted interview with the client, the proponents were able to provide and collect a clear understanding of the system's features and functionalities. These interviews ensured alignment with the client's ideas, expectations, and needs. Through these discussions, The Proponents gained valuable insights into the specific challenges and goals of the school, enabling the team to customize the system to meet their precise requirements and objectives.

The features of the system have been meticulously crafted to augment interactive learning engagement and foster a positive user experience for all educators and students alike. Within this system, students can readily access their assigned modules curated by their respective instructors. Educators are empowered to administer assignments, quizzes, activities, and other instructional materials, and lastly, to observe and track the overall performance of each student. Additionally, parents can access their child's grades and individual performance, enabling them to conveniently monitor their child's progress across subjects and activities.

Design of Software, System, Product and/or Processes.

Web Page

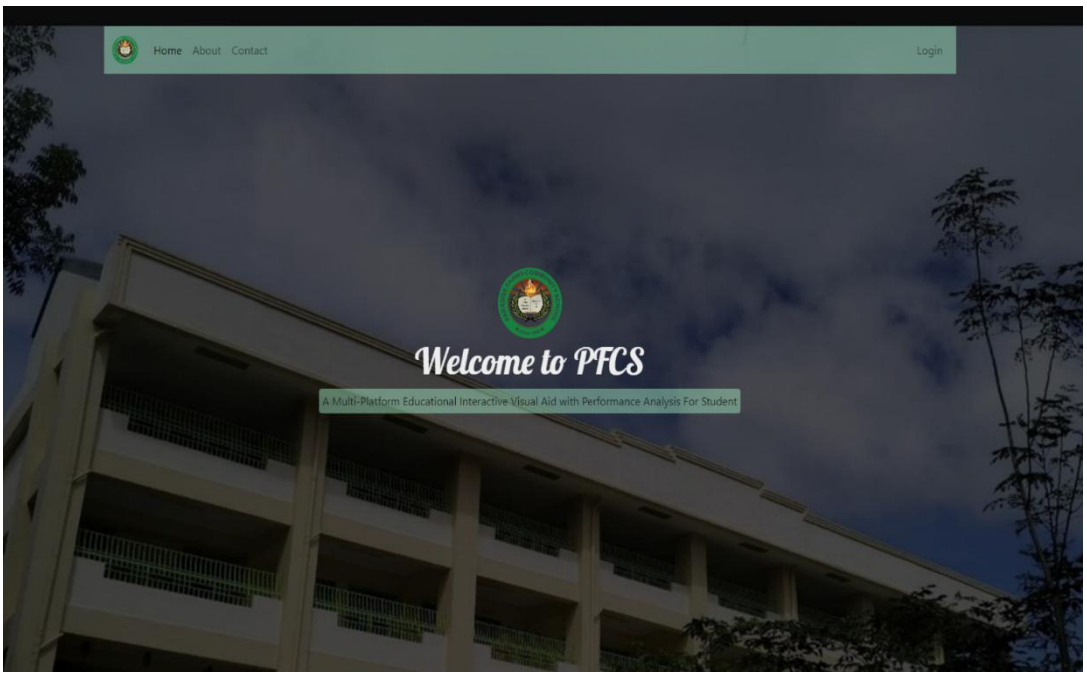

Figure 3. Web Page

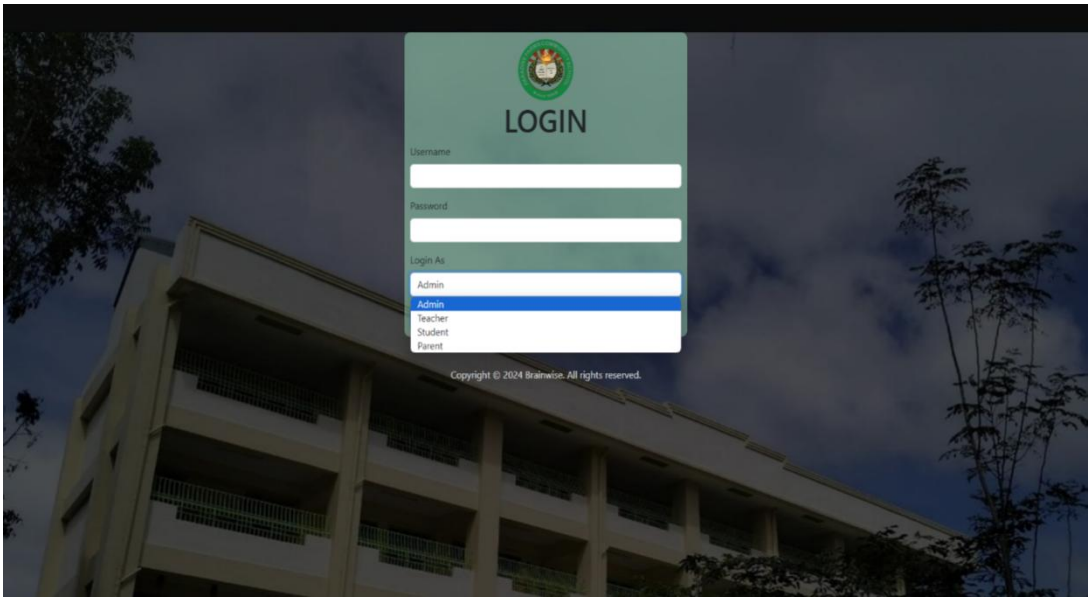

Figure 4. Log-in Option

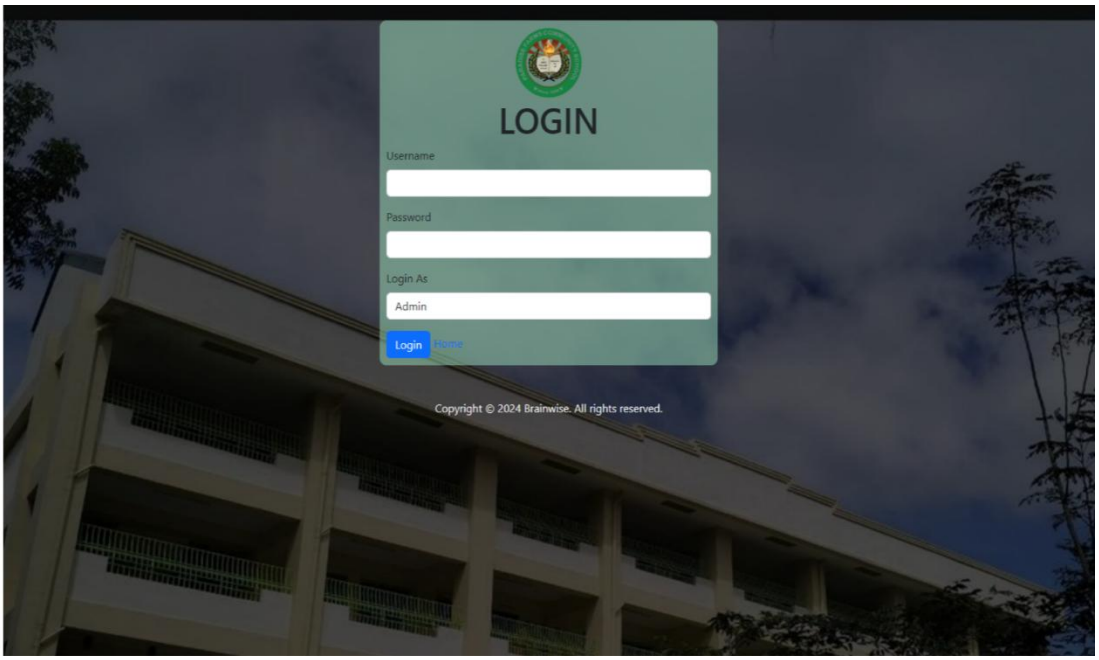

Figure 5. Log-in/Sign-Up

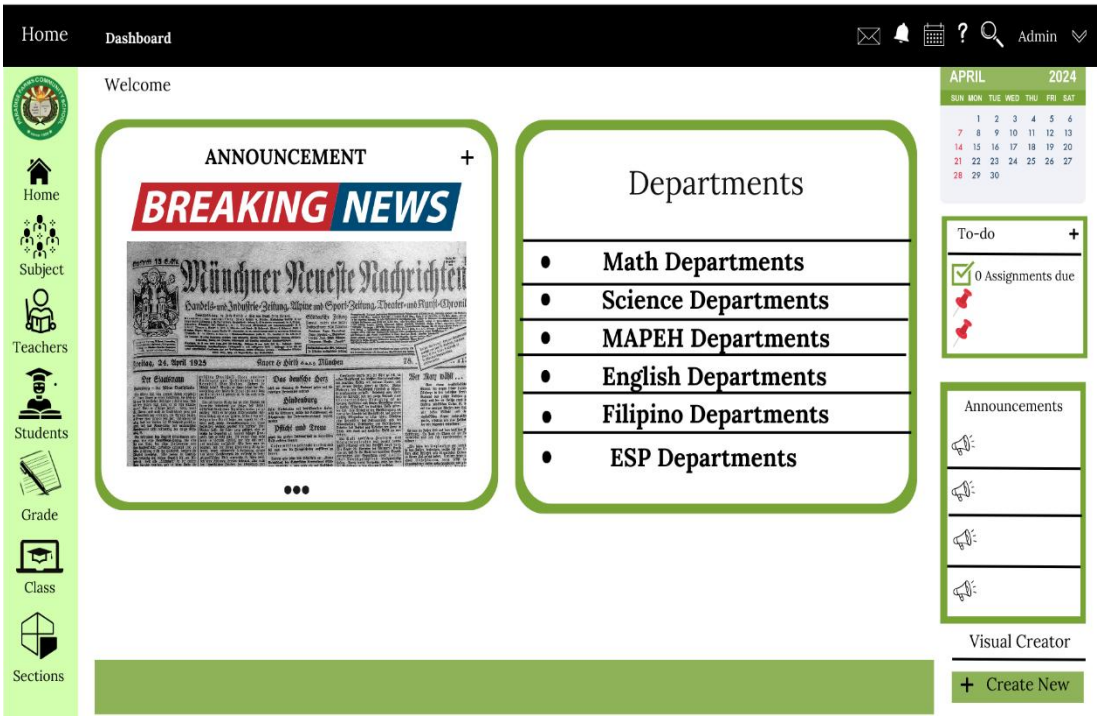

Figure 6. Admin Dashboard

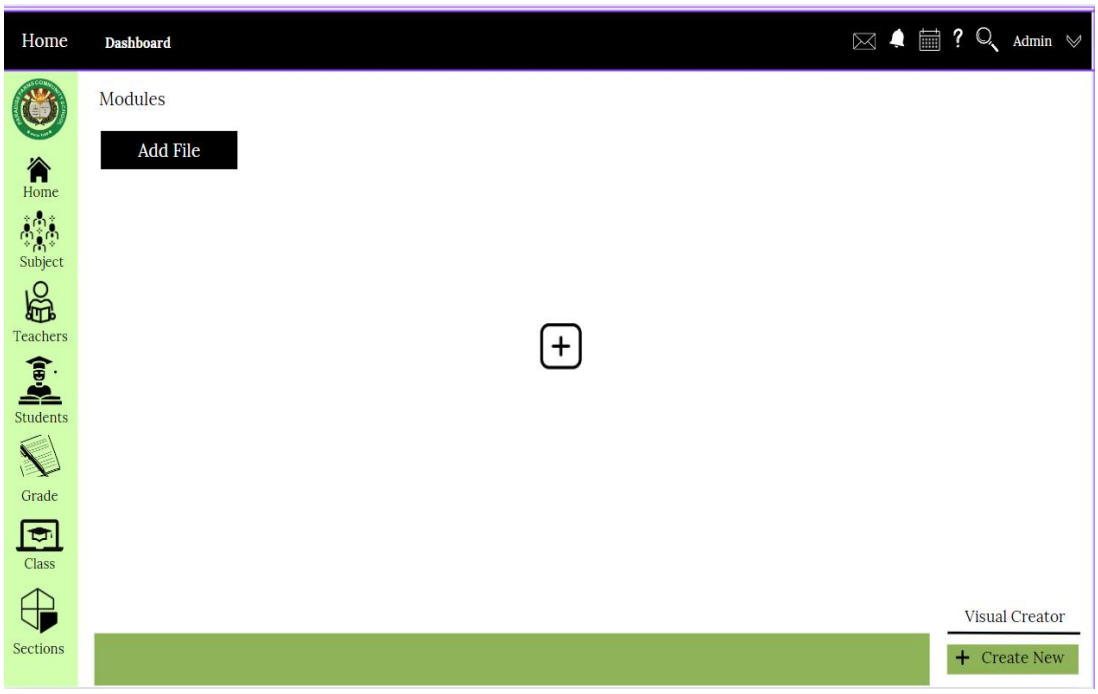

Figure 7. Admins / Teachers Add File Modules

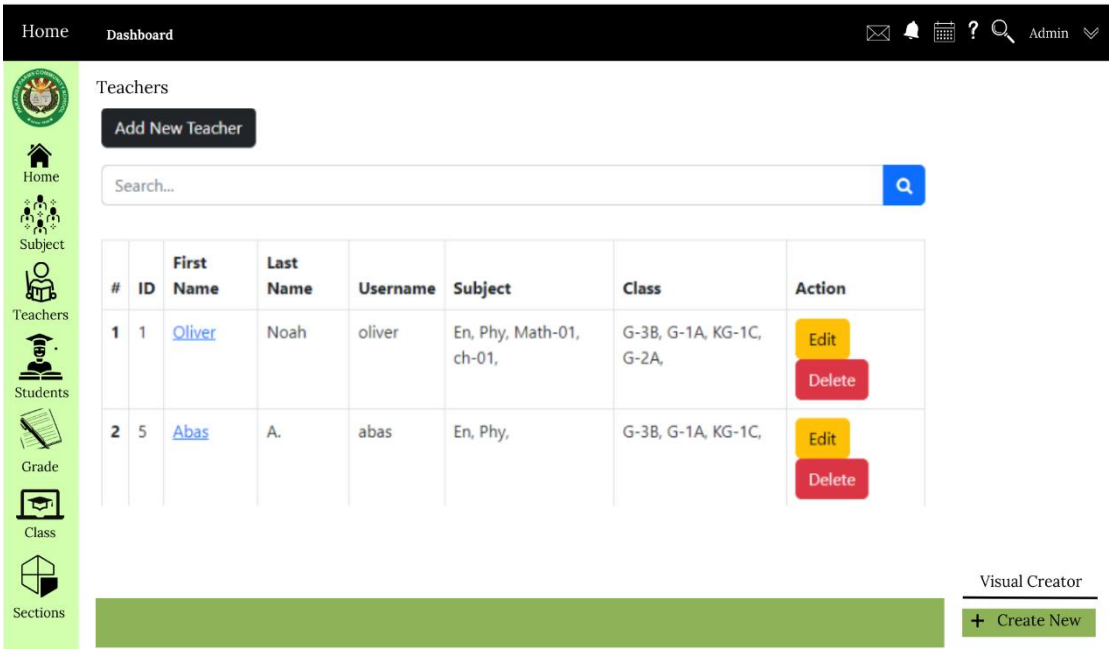

Figure 8. Admins / Teachers Assign Subject Board

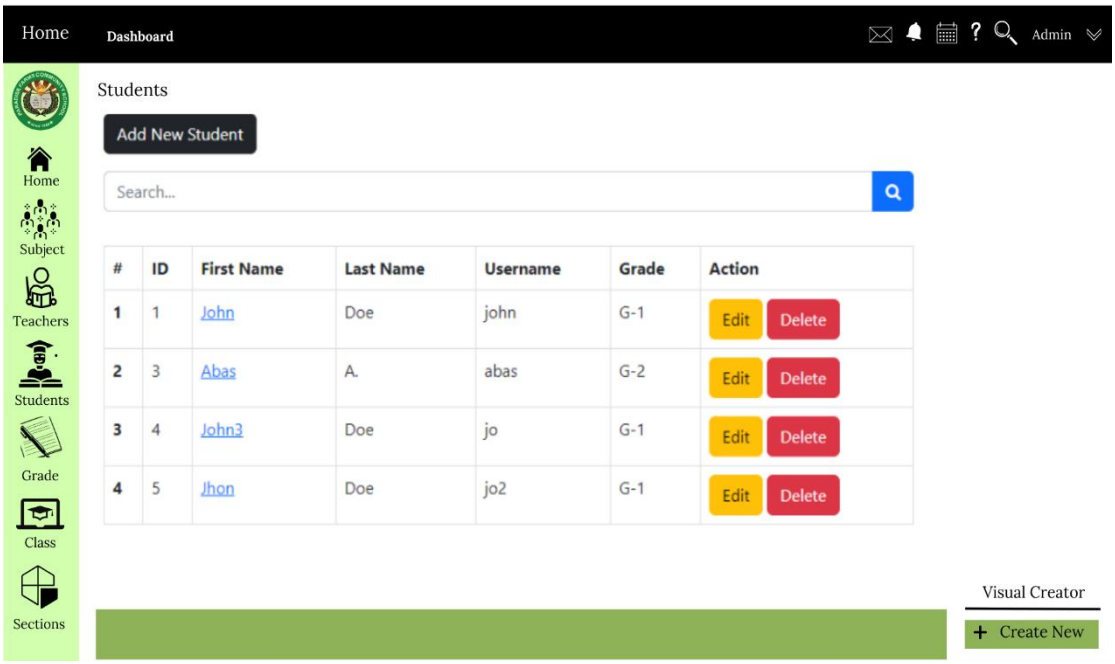

Figure 9. Admins / Students List & Adding

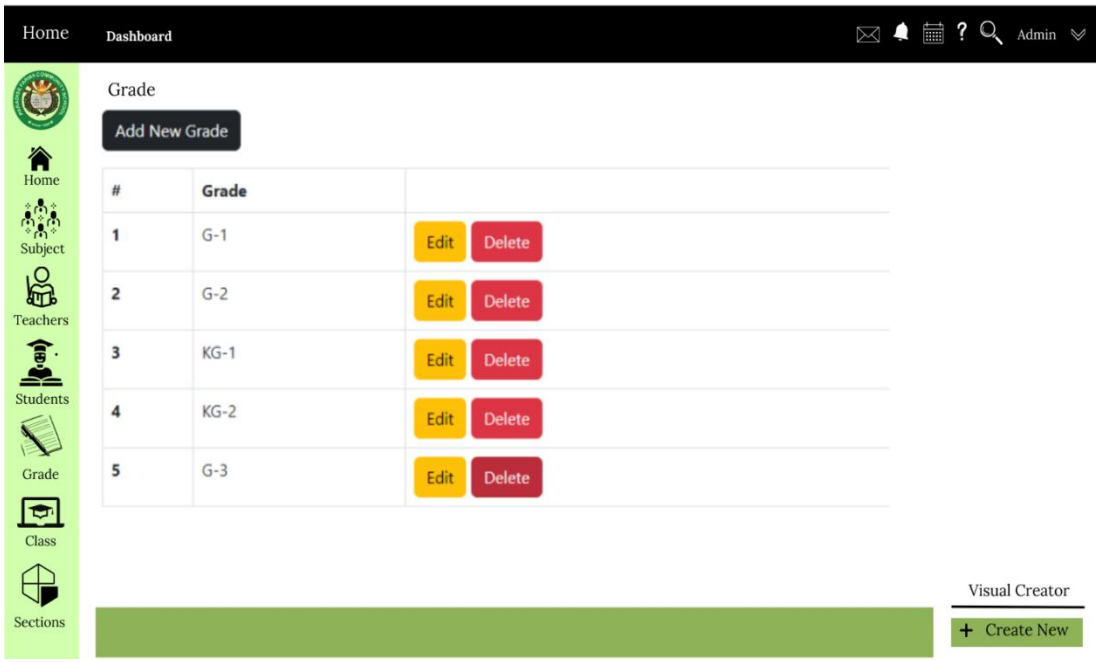

Figure 10. Admins views Grades / Teachers Input Grades

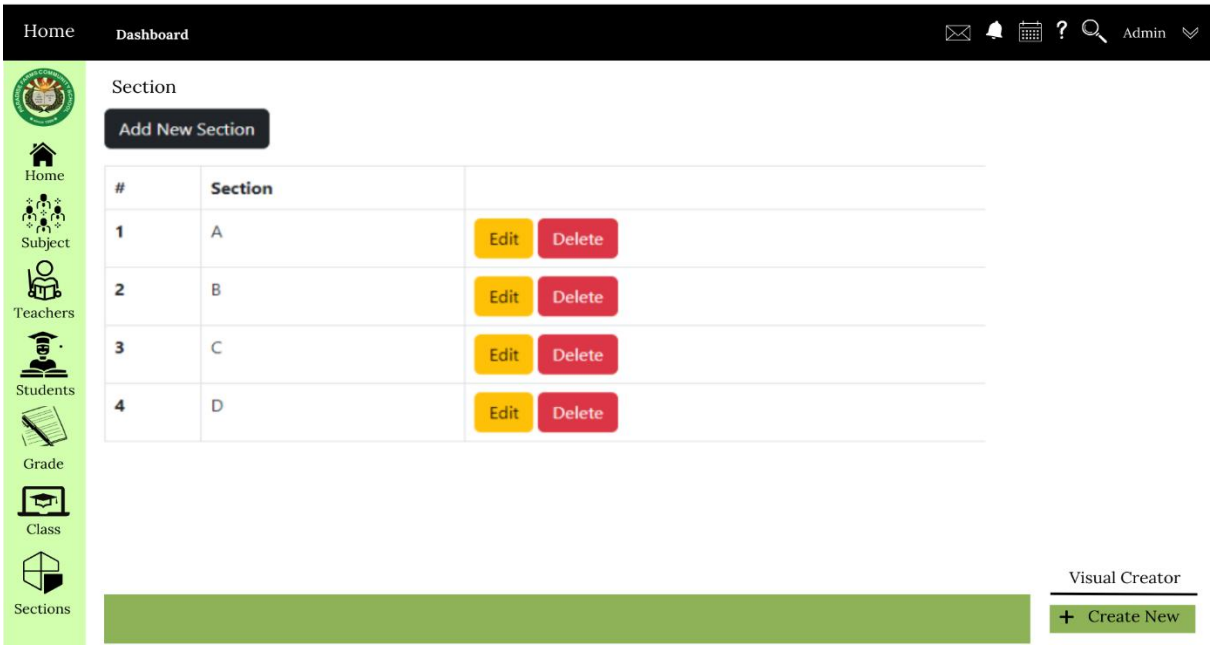

Figure 11. Admins Section Distributor

Figure 12. Admins Class Section Creation

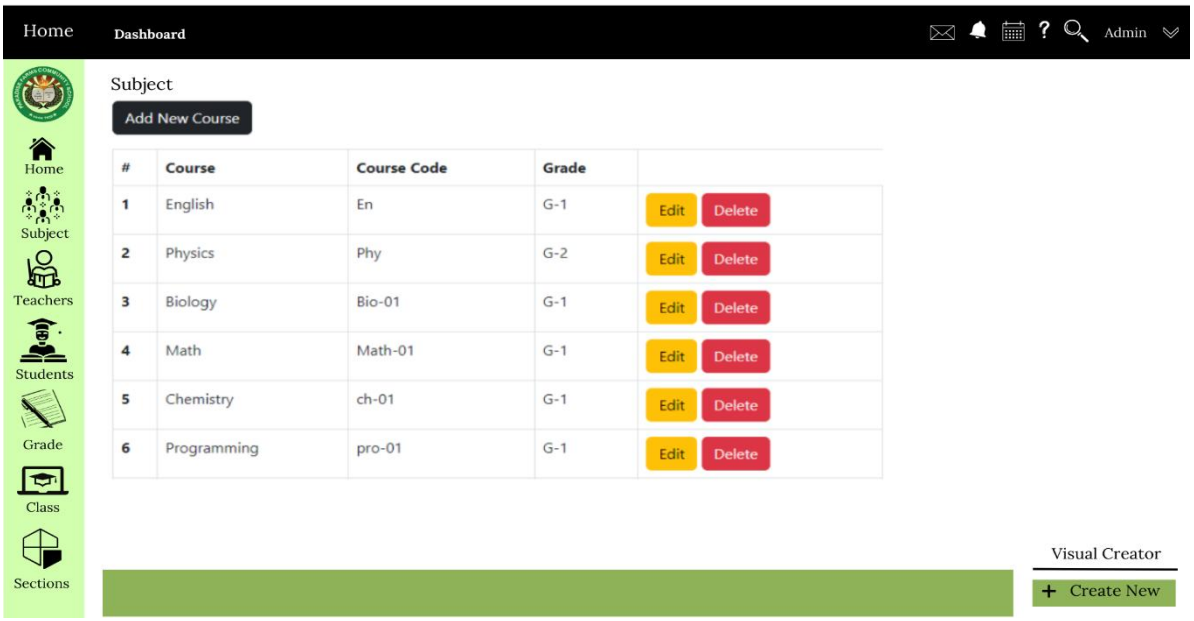

Figure 13. Admins Subject Distribution

Figure 14. Teachers Visual Creator

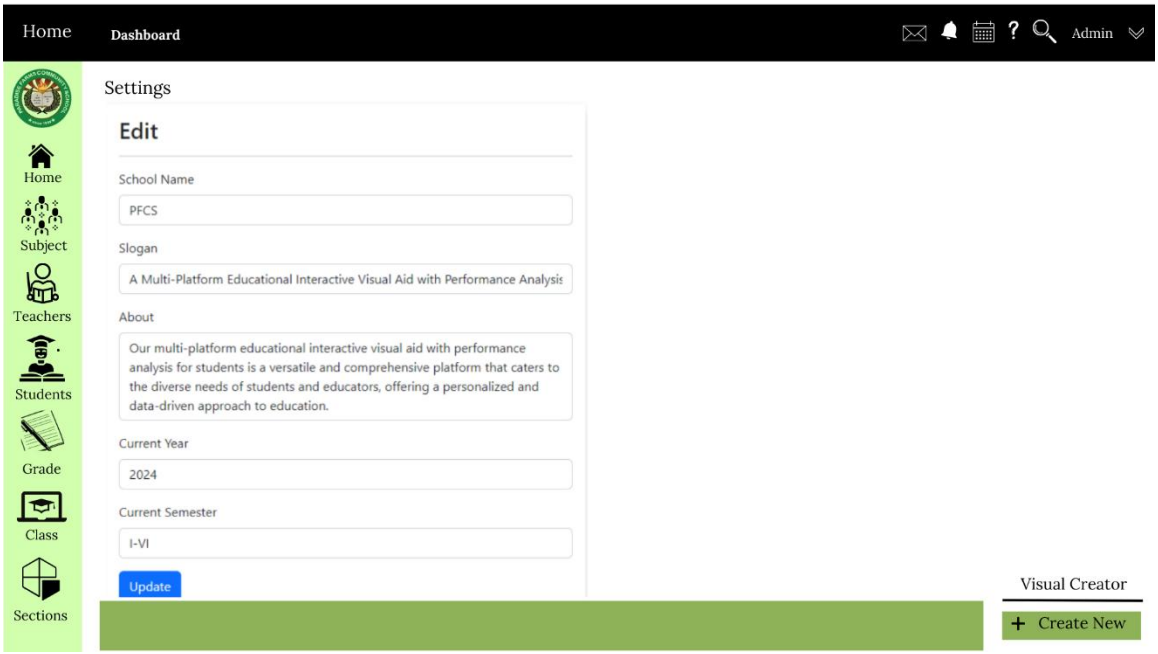

Figure 15. Settings

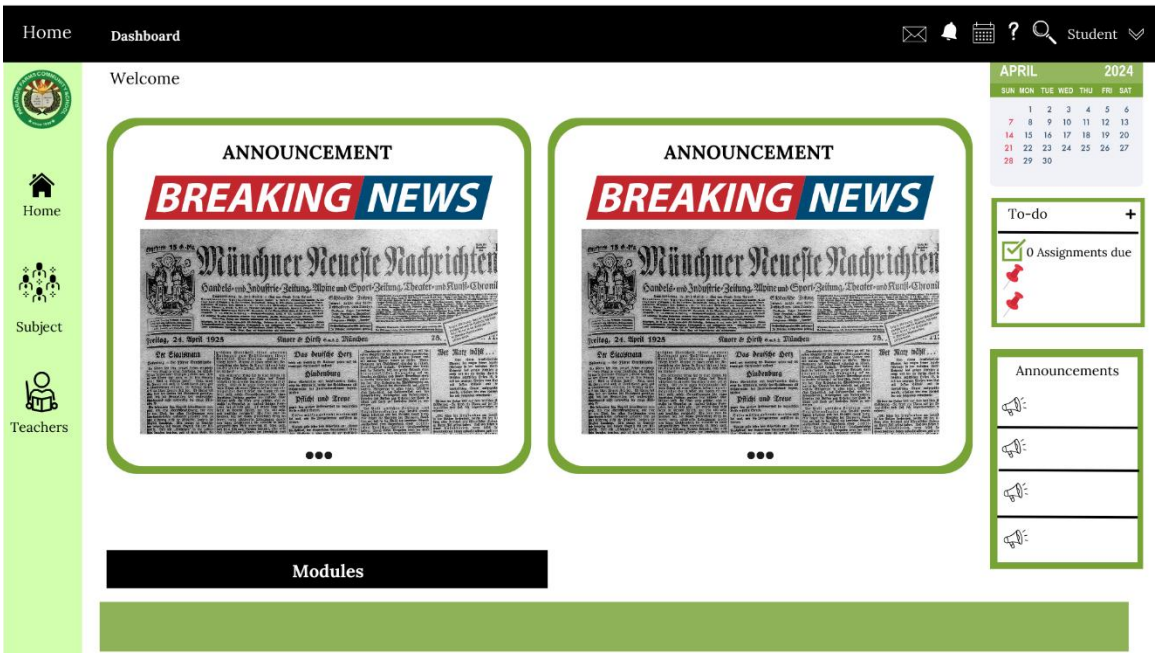

Figure 16. Student Dashboard

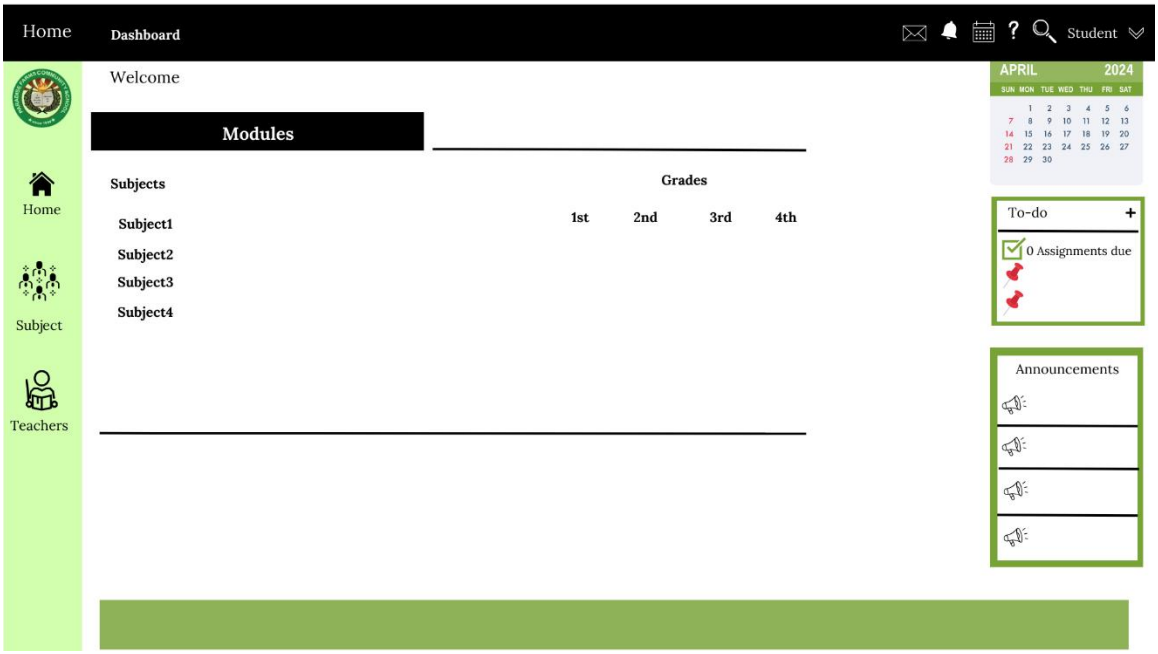

Figure 17. Student Modules / Grades

Figure 18. Parents Dashboard

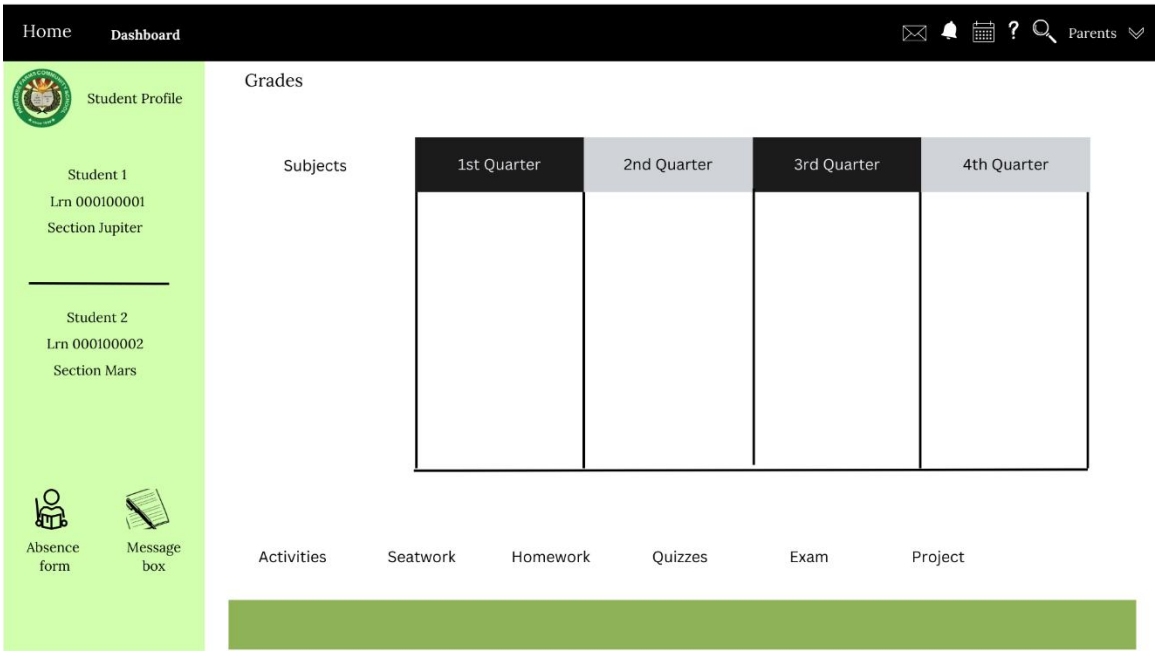

Figure 19. Parents Child Records

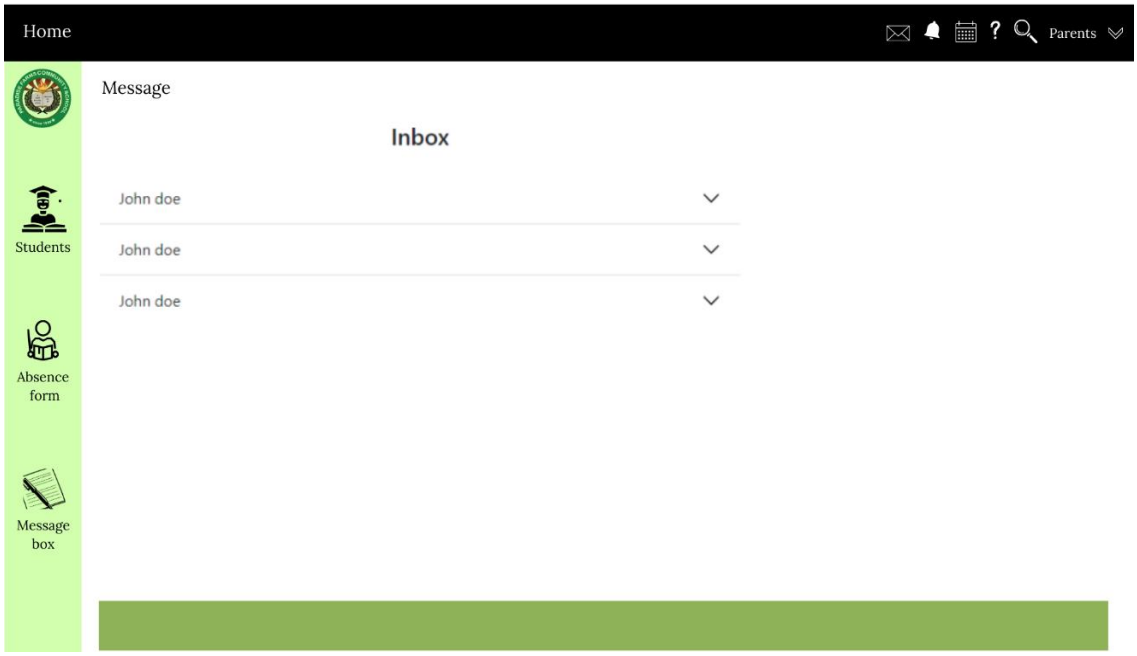

Figure 20. Parents Message Box

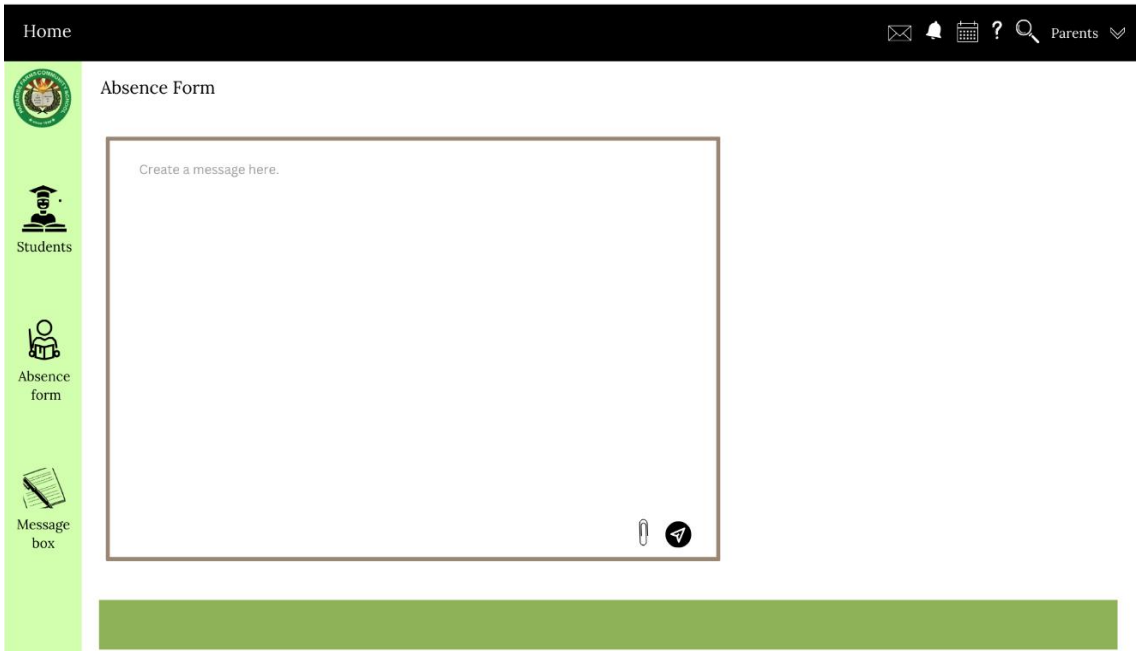

Figure 21. Parents Child Absence Form

APPENDIX
A

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APPENDIX B

RESOURCE PERSON

Name: Maria Fatima D. Felicia
Position: Principal I
Location: Paradise Farm Community School

Name: Herbert G. Gardner
Position: Professor/Adviser
Location: STI College San Jose Delmonte Bulacan

Personal Technical Vitae

Curriculum Vitae of

AL JOHN I. GONZALES

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EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	September 2021-Present	STI College San Jose Del Monte
Vocational/Technical	June 2018-2020	First City Providential College
High School	June 2016 - 2018	Yverdon De Pestallozi School
Elementary	June 2004-2014	Great Abrahams Academy Inc.

PROFESSIONAL OR VOLUNTEER EXPERIENCE

Inclusive Dates	Nature of Experience	Name and Address of Company or Organization
Septermber 15, 2022 July 28, 2022	Service Crew	Mac Donald's Savano Park (Part-Time)
October 1, 2021 March 10, 2022	Service Crew / Trainor	Jollibee Tungko Mangga (Regular)
November 20, 2019 December 31, 2019	Counter Checker	SM Tungko Mangga (Seasonal)

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
October 2021-Present	Intellitech	Member

SKILLS

SKILLS	Level of Competency	Date Acquired
Web Design	Beginner	2023
Programming	Beginner	2021
Computer Hardware	Intermediate	2020
Work Under Pressure	Intermediate	2019
English Speaking	Amateur	2014

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
February 2020	Career Expo 2020
October 2019-2020	Work Immersion (First Providential College)
September 2019	International Seminar on 21st Century Education

Curriculum Vitae of

MARC IRA DE CASTRO JACOB

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+63-966-630-4649

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	September 2021 - Present	STI College San Jose Del Monte
Vocational/Technical	June 2018 - 2020	Jarmmeth College
High School	June 2014 - 2018	COSGA
Elementary	June 2012 - 2014	Muzon Pabahay Elementary School

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
2021 - Present	Intellitech	Member

SKILLS

SKILLS	Level of Competency	Date Acquired
Programming (HTML, CSS, JavaScript, Python)	Beginner	July 2021 - Present
SAP Business One	Beginner	November 2022 - 2023
Network Technology 1	Beginner	July 2021 - Present
Network Technology 2	Beginner	

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
January 2019 - 2020	Work Immersion (Barangay Muzon Proper)
June 8, 2024	DataMites Data Science & AI Bootcamp

Curriculum Vitae of

NAZYVEE V. MENIABLE

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City of San Jose Del Monte Bulacan
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+63-995-063-3570

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	September 2021 - Present	STI College San Jose Del Monte
Vocational/Technical	June 2019 - 2021	Towerville National High School & SHS
High School	June 2015 - 2019	Towerville National High School
Elementary	June 2009 - 2015	Towerville Elementary School

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
2021 - Present	Intellitech	Member

SKILLS

SKILLS	Level of Competency	Date Acquired
SAP Business One	Beginner	2022 - 2023
Web Design	Beginner	2019 - Present
Programming	Beginner	2018 - Present
Troubleshooting	Intermediate	2017
Computer Hardware	Intermediate	2015

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

Inclusive Dates	Title of Training, Seminar, or Workshop
October 2020 - 2021	Work Immersion (Towerville National High School SHS)

Curriculum Vitae of

JHON MICHAEL E. UBANA

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+63-926-665-8905

EDUCATIONAL BACKGROUND

Level	Inclusive Dates	Name of school/ Institution
Tertiary	September2021-Present	STI College San Jose Del Monte
Vocational/Technical	June 2018-2020	First City Providential College
High School	June 2014-2018	First City Providential College
Elementary	June 2012-2014	Sto.Cristo Elementary School

AFFILIATIONS

Inclusive Dates	Name of Organization	Position
2021 - Present	Intellitech	Member

SKILLS

SKILLS	Level of Competency	Date Acquired
Programming (HTML, CSS, Java Script, Python)	Beginner	July 2021-Present
Troubleshooting (Desktop, Laptops, Smartphones)	Intermediate	June 2018-Present
Sap Business One	Beginner	November 2022-2023

TRAININGS, SEMINARS, OR WORKSHOPS ATTENDED

InclusiveDates	Title of Training, Seminar, or Workshop
January 2022	Get Your Stress Wings And Let if Fly
February 2020	Career Expo 2020
October2019-2020	(Work Immersion (Bulacan State University Sarmiento Campus)